

Hardwick Green Primary Academy

Academy Curriculum 2020/21



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Curriculum overview:

Curriculum Composition:

	National Curriculum Subject	Hardwick Green Curriculum Subject
CORE	English	English
	Maths	Maths
	Science	STEM (Science, Technology, Engineering & Maths)
Design & Technology		
FOUNDATION	Computing	Computing
	Geography	Humanities
	History	
	Religious Education	
	Art & Design	Art & Design
	Music	Music
	Physical Education	Physical Education
	Personal, Social and Health Education	Personal, Social and Health Education
	Modern Foreign Languages (KS2)	Modern Foreign Languages

Timetabling:

Each subject is enriched with additional provision that goes beyond the basic timetabling; this is detailed in each specific subject content overview.

Hardwick Green Curriculum Subject	Typical minimum timetabling
English	One hour daily
Maths	One hour daily
STEM (Science, Technology, Engineering & Maths)	Two hours weekly
Computing	One hour weekly
Humanities	Four hours weekly (for five half terms)
Art & Design	Four hours weekly (for one half term)
Music	One hour weekly
Physical Education	One hour weekly
Personal, Social and Health Education	Forty-five minutes weekly
Modern Foreign Languages (KS2)	Forty-five minutes weekly

Schemes of learning overview:

For some subjects, we have adopted a commercial scheme of learning produced by subject experts as a base for our curriculum, where we feel the scheme is of sufficient quality and meets the needs of our learners. In other areas, we have developed our own curricula from scratch.

Hardwick Green Curriculum Subject	Scheme of learning
English	CLPE Power of Reading
Maths	White Rose Maths
STEM (Science, Technology, Engineering & Maths)	Hardwick Green Bespoke
Computing	Enquire Learning Trust
Humanities	Hardwick Green Bespoke
Art & Design	Hardwick Green Bespoke
Music	Charanga
Physical Education	Rising Stars Champions
Personal, Social and Health Education	Jigsaw PSHE
Modern Foreign Languages (KS2)	Hardwick Green Bespoke

Key concepts:

British values are embedded across the curriculum.




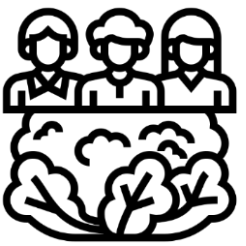
- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance

Each subject also has a set of key concepts that are built on each year through different units of study. See each individual subject section for a breakdown key concepts and see the progression documents for where these concepts, and British Values, are focussed on in each particular unit of study.

Curriculum Principles:

As a staff, we agreed on five core values that underpin everything we do in school. These are values we seek to develop in our children. We also agreed on seven key principles for our curriculum that inform our pedagogical approach and the types of activities set as part of the **implementation** of the curriculum. These are detailed below:

Our core values – SMART:	Excellence	Knowledge	Independence
<div data-bbox="309 448 539 679" data-label="Image"> </div> <p data-bbox="192 711 640 772">All teaching and experiences at Hardwick Green will support children to be:</p> <ul data-bbox="241 778 423 943" style="list-style-type: none"> • Successful • Motivated • Ambitious • Respectful • Trustworthy <p data-bbox="192 979 589 1070">The following seven 'drivers' are key features of the Hardwick Green curriculum...</p>	<div data-bbox="779 448 987 679" data-label="Image"> </div> <p data-bbox="651 711 1113 839">Teachers have high expectations and children will be set work that is aspirational. They take pride in all of their completed work.</p> <p data-bbox="651 876 1113 1035">Children will work towards a final outcome, which will be explained at the start of the topic. The outcome will be for an audience (using Ron Bergen's hierarchy of audience*).</p> <p data-bbox="651 1072 1113 1133">Re-drafting, editing and improving is encouraged to develop excellence.</p> <p data-bbox="651 1169 1113 1260">The school is clean, neat and tidy and has state of the art resources to support excellent teaching and learning.</p>	<div data-bbox="1227 448 1458 679" data-label="Image"> </div> <p data-bbox="1113 711 1574 743">The curriculum is knowledge-rich.</p> <p data-bbox="1113 780 1574 871">Knowledge is prioritised so that children can develop a deep understanding of each concept.</p> <p data-bbox="1113 908 1574 999">All children will be expected to learn powerful knowledge that helps them make sense of the world.</p> <p data-bbox="1113 1035 1574 1126">Staff are well read and subject experts are used to develop teaching.</p>	<div data-bbox="1749 448 1854 679" data-label="Image"> </div> <p data-bbox="1574 711 2036 772">Children are expected to work hard and frequently work independently.</p> <p data-bbox="1574 809 2036 900">Children take responsibility for their classroom, their belongings and their resources.</p> <p data-bbox="1574 936 2036 997">Children are encouraged to take and manage their own risks.</p> <p data-bbox="1574 1034 2036 1125">Children often collaborate with their peers but there is always individual accountability.</p>

<p style="text-align: center;">Reading</p> 	<p style="text-align: center;">Enrichment</p> 	<p style="text-align: center;">Discussion and debate</p> 	<p style="text-align: center;">Community</p> 
<p>In most lessons, children are expected to read about the subject matter.</p> <p>Stories are used to enhance learning and make it more memorable.</p> <p>The books that children read will often be linked to the topics studied.</p> <p>We aim to develop children's vocabulary through wider reading and explicit teaching.</p>	<p>We will seek to develop children's cultural capital.</p> <p>Schools trips and visitors are prioritised and happen every half term.</p> <p>We will provide a wide range of extra-curricular clubs and opportunities.</p>	<p>Children will be encouraged to have a personal response to what they have learned about and what they are experiencing.</p> <p>Children learn tolerance through exposure to different ideas, beliefs and ways of living.</p> <p>Children will be encouraged to develop their oracy, articulation and speak in Standard English.</p>	<p>Children learn about the local area and significant events in its past.</p> <p>Final outcomes for each topic will often be of service or relevance to the local community.</p> <p>Children learn about their families' connections to their learning.</p> <p>Families and the community are frequently invited in to school to share in children's learning.</p>

How teachers plan

Declarative knowledge comes from the **unit plan** and procedural knowledge comes from the **progression document**.

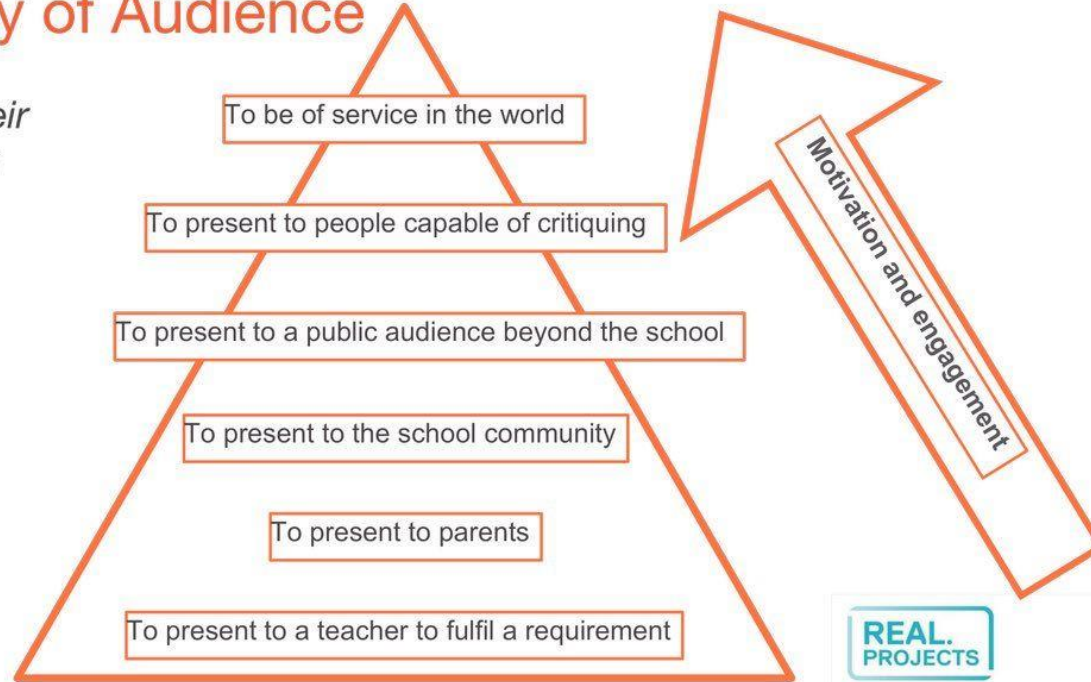
Teachers deliver the content in the way that best suits their class, but use the academy's **curriculum drivers** to inform their teaching. The academy also has **general principles for effective teaching** and next year will be developing **subject specific pedagogies** for each subject.

Ron Berger's hierarchy of audience:

Staff use Ron Berger's work on the 'hierarchy of audience' when considering their final outcome for the unit of study.

Hierarchy of Audience

Ron Berger
*Leaders of their
Own Learning*



rigorous. engaging. authentic. learning.

Subject breakdowns:

Humanities:

We follow our own developed scheme of work, taking objectives from the National Curriculum (2014).

Long Term Plan

Our curriculum is based on a '3D' model containing purposeful links between subjects over the years. There are three types of link.

- **Vertical Links** are made within a subject over the years; the knowledge progression maps detail these links.
- **Horizontal Links** are made between different subjects in the same year group
- **Diagonal Links** are made between year groups AND subjects. These are listed only once on the document (at the end point) or clarity.

Our curriculum also features high-quality outcomes that allow children to apply and showcase the knowledge they have gained. Outcomes listed here are suggestions and could be changed by the class teachers to suit the needs of their particular cohort.

	Autumn 1	Autumn 2		Spring 1	Summer 1	Summer 2
	History	RE		Geography	RE	History
	<i>Have we always been looked after?</i>	<i>Why is light important in different religions?</i>	<i>Why do Christians celebrate Christmas?</i>	<i>How are the UK and Kenya different?</i>	<i>Where do people worship?</i>	<i>Who was Captain Cook?</i>
Key Stage One A (2020-21)	<p>Content overview: Significant individuals (Mary Seacole, Florence Nightingale, Edith Cavell) Changes in living memory (medicine and healthcare over time)</p> <p>Horizontal Links: Geography – locational knowledge, Science – animals and humans (keeping healthy)</p> <p>Outcome: Learn some basic first aid and train your family on open day.</p>	<p>Content overview: Overview of world religions, Importance of light in Christianity, Hinduism and Judaism. Christmas and advent. Hannukah.</p> <p>Horizontal Links: Geography – locational knowledge</p> <p>Outcome: Non-chronological report on the importance of light in the three studied religions.</p>	<p>Content overview: Festivals, celebration, advent, worship, nativity story.</p> <p>Horizontal Links: Geography – locational knowledge</p> <p>Outcome: Christmas Concert</p>	<p>Content overview: Place knowledge – compare and contrast. Locational knowledge – the UK and continents and oceans.</p> <p>Horizontal Links: RE – different religions</p> <p>Outcome: Guided tour of UK and Kenya in immersive space</p>	<p>Content overview: Worship, mandirs, churches, Gurdwaras, synagogues, Islam, mosques.</p> <p>Horizontal Links: Geography – locational knowledge</p> <p>Outcome: Model of place of worship out of material (STEM link)</p>	<p>Content overview: Significant individuals in our locality (Captain Cook).</p> <p>Horizontal links: Geography – locational knowledge</p> <p>Outcome: Biography of Captain Cook</p>

Key Stage One B (2021-22)	<i>How have toys changed over time?</i>	<i>Why do we give gifts?</i>		<i>What is the weather like around the world?</i>	<i>Which rituals do people follow?</i>	<i>How did people move around in the past?</i>
	<p>Content: Changes within living memory (Toys), electricity, development of the internet (Significant individual - Tim Berners Lee)</p> <p>Horizontal Links: RE - Gift giving, Science – materials</p> <p>Outcome: Create a new toy that doesn't use electronics (STEM)</p>	<p>Content overview: Overview of world religions, Gift giving, Christianity, Islam, Christmas, Eid al-Fitr, Ramadan, zakat.</p> <p>Horizontal Links: Geography – locational knowledge</p> <p>Outcome: Festival with gift-giving.</p>		<p>Content overview: Geography – locational knowledge (continents, oceans, equator, North pole, South pole), types of weather, seasons.</p> <p>Horizontal Links: Science (seasonal change)</p> <p>Outcome: A weather report using green-screen technology (STEM).</p>	<p>Content overview: Overview of world religions, Islam, Salat, Puja, Holy Communion.</p> <p>Horizontal Links: Geography – locational knowledge</p> <p>Outcome: Re-enactment of a ritual.</p>	<p>Content overview: Significant individuals in our locality (George Stephenson). Changes within living memory (transport).</p> <p>Horizontal Links: Geography – locational knowledge, weather</p> <p>Outcome: Transport museum in the immersive space.</p>
	Autumn 1	Autumn 2		Spring 1	Summer 1	Summer 2
	History	RE		Geography	History	History
Year 3	<i>How did Neolithic families live?</i>	<i>What are the key beliefs of Christianity?</i>	<i>Which symbols are associated with Christmas?</i>	<i>How do volcanoes & earthquakes affect peoples' lives?</i>	<i>Boudicca- Heroin or Villain?</i>	<i>Who were the Anglo Saxons and what happened to them?</i>
	<p>Content: Stone Age, Palaeolithic Period, Mesolithic Period, Neolithic Period, tools, settlement.</p> <p>Horizontal Links: Science - Food and nutrition</p> <p>Diagonal Links: Geography - locational knowledge</p> <p>Outcome: Essay answer to question.</p>	<p>Content: Key beliefs of Christianity – doctrine, Jesus and his disciples, Christian symbols and pilgrimage, beliefs about life and death, expectations of Christian communities.</p> <p>Horizontal Links: History – Anglo-Saxons</p> <p>Outcome: Essay answer to question.</p>	<p>Content overview: Symbols, light, Christingles, advent.</p> <p>Horizontal Links: Science - light</p> <p>Outcome: Non chronological report of symbols and their meaning.</p>	<p>Content: Tectonic plates, The Ring of Fire, Volcanos in Italy, Philippines, Japan and Mexico. Locational knowledge.</p> <p>Horizontal Links: Science - Rocks and Soils, History – Roman Empire</p> <p>Outcome: Essay answer to question with model labelled volcano.</p>	<p>Content: Roman empire, Roman invasion AD42, Celtic life, Boudicca, Boudica's resistance.</p> <p>Horizontal Links: Geography - locational knowledge (counties and cities of UK)</p> <p>Outcome: Essay answer to question.</p>	<p>Content: Anglo-Saxon invasion, settlement and kingdoms, Anglo-Saxon culture, Christianity</p> <p>Horizontal Links: Geography - locational knowledge. RE – Christianity</p> <p>Outcome: Essay answer to question.</p>

Year 4	<p>Who were the Anglo Saxons and what happened to them?</p> <p>Content: Anglo-Saxon invasion, settlement and kingdoms, Anglo-Saxon culture, Christianity</p> <p>Horizontal Links: Geography - locational knowledge. RE – Christianity</p> <p>Outcome: Essay answer to question.</p>	<p>Do all Christians have to believe the same things?</p> <p>Content: Christian doctrine, Jesus, St Peter, papacy and ‘Supreme Head of the Church of England’ Queen Elizabeth II and Henry VIII. Symbols and worship – differences and similarities across Christianity Denomination and interfaith dialogue</p> <p>Horizontal Links: History – Henry VII and the break with Rome</p> <p>Diagonal Links: History – Anglo Saxon beliefs</p> <p>Outcome: Essay answer to question.</p>	<p>Which journeys take place in the Christmas story?</p> <p>Content overview: Journeys, advent</p> <p>Diagonal Links: KS1 History – transport, Y3 History - Romans</p> <p>Outcome: Essay answer to question.</p>	<p>How have rivers and seas influenced where we live?</p> <p>Content: Seas around UK Significant trade routes in and out of UK, Significant rivers in the UK, Definition of and key features of rivers, economic effects of a river.</p> <p>Horizontal Links: History – settlements (Anglo-Saxons & Vikings).</p> <p>Diagonal Links: KS1 History, transport.</p> <p>Outcome: Essay answer to question with model river / port.</p>	<p>Vikings: Ruthless killers or peaceful settlers?</p> <p>Content: Viking origins, raids & invasions, Danegeld, Anglo-Saxons, Edward the Confessor, 1066.</p> <p>Horizontal Links: Geography - locational knowledge. RE – religions.</p> <p>Outcome: Essay answer to question / debate.</p>	<p>What was the significance of Henry VIII’s brake with Rome?</p> <p>Content: Tudor overview, Henry VIII, marriage, Catherine of Aragon, Anne Boleyn, Catholicism, Protestantism, Christianity, the Pope, Rome, parliament, wealth.</p> <p>Horizontal Links: RE – types of Christianity</p> <p>Diagonal Links: Geography - locational knowledge.</p> <p>Outcome: Essay answer to question.</p>
Year 5	<p>What was the significance of Henry VIII’s brake with Rome?</p> <p>Content: Tudor overview, Henry VIII, marriage, Catherine of Aragon, Anne Boleyn, Catholicism, Protestantism, Christianity, the Pope, Rome, parliament, wealth.</p> <p>Horizontal Links: RE – types of Christianity</p> <p>Diagonal Links: Geography - locational knowledge.</p> <p>Outcome: Essay answer to question.</p>	<p>What are the key beliefs of Judaism?</p> <p>Content: Key beliefs of Judaism, Holy scripture and key religious leaders – Abraham and King David (past), Symbols, worship, important places and pilgrimage - Israel and Jerusalem, What is expected of a Jewish person in daily life.</p> <p>Horizontal Links: History – Judaism in Ancient Egypt</p> <p>Outcome: Non-chronological report / essay answer to question.</p>	<p>Is Christmas too commercial?</p> <p>Content overview: Christmas Story, morals, charity, meaning, purpose debate, Christmas through time.</p> <p>Horizontal Links: Victorians at Christmas</p> <p>Diagonal Links: Philosophy 4 Children</p> <p>Outcome: Debate on the question / written response.</p>	<p>How is the UK’s economy driven by land use?</p> <p>Content: The six types of land use, settlement, counties of England, major cities of UK, UK economic activity</p> <p>Horizontal Links: History – development of land use.</p> <p>Diagonal Links: Y4 science – water cycle, Y3 science – rocks and soils.</p> <p>Outcome: Essay answer to question.</p>	<p>What were the risks to a poor family in Victorian Britain?</p> <p>Content: Health, Child Labour, housing, poverty – bias and opinion, crime, society</p> <p>Horizontal Links: English - Charles Dickens</p> <p>Diagonal Links: Science – health (animals and humans). Geography – land use and locational knowledge.</p> <p>Outcome: Essay answer to question.</p>	<p>What was the role of the river Nile in developing the Ancient Egyptian Empire?</p> <p>Content: Nile – continent, countries and size, cities, transport, technology, trade and civilisation, empire</p> <p>Horizontal Links: RE - Judaism in Ancient Egypt.</p> <p>Diagonal Links: Geography – rivers, land use, settlement. Science – plants and animals.</p> <p>Outcome: Essay answer to question.</p>

Year 6	<p>What was the role of the river Nile in developing the Ancient Egyptian Empire?</p> <p>Content: Nile – continent, countries and size, cities, transport, technology, trade and civilisation, empire</p> <p>Horizontal Links: RE - Judaism in Ancient Egypt.</p> <p>Diagonal Links: Geography – rivers, land use, settlement. Science – plants and animals.</p> <p>Outcome: Essay answer to question.</p>	<p>What are the key beliefs of Islam?</p> <p>Content: Key beliefs of Islam, Holy scripture and Key Leaders – Prophet Mohammed pbuh, Symbols, worship, important places and pilgrimage, what is expected of a Muslim</p> <p>Horizontal Links: History – Islamic civilization.</p> <p>Outcome: Essay answer to question.</p>	<p>What do the gospel stories tell us about the birth of Jesus?</p> <p>Content overview: Bible, gospels, Luke, Matthew.</p> <p>Diagonal Links: History – roman time period.</p> <p>Outcome: Essay answer to question.</p>	<p>The UK and North America – what are the differences and the similarities?</p> <p>Content: Climate Zones, Biome Vegetation regions, UK geographical facts, North America geographical facts</p> <p>Horizontal Links: History – development of civilisations.</p> <p>Diagonal Links: Science – all aspects of biology</p> <p>Outcome: Essay answer to question / non-chronological report</p>	<p>What were the achievements of Ancient Greek civilisation?</p> <p>Content: Overview of Ancient Greece, contributions still felt today – democracy, Olympics, buildings, medicine.</p> <p>Horizontal Links: Geography – locational knowledge Philosophy 4 Children</p> <p>Diagonal Links: Geography – locational knowledge, Science – biology (humans and health).</p> <p>Outcome: Essay answer to question</p>	<p>What were the achievements of Early Islamic civilisation?</p> <p>Content: Overview, Baghdad, House of Wisdom, medicine, religion, art, trade and power.</p> <p>Horizontal Links: Geography – locational knowledge</p> <p>Diagonal Links: RE – key beliefs of Islam, Geography – locational knowledge, trade, Art – Islamic Art, Science – biology (humans and health).</p> <p>Outcome: Essay answer to question</p>
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Strategic partners:

Key concepts are the same as identified as in the *Stockton SACRE* document, to provide continuity with other local schools who choose to adopt their full scheme of work. The school is partners with *Interactive Immersive Classroom* to develop virtual school trips and other immersive experiences.

Enrichment

- School trips and visitors are heavily invested in and occur every half term. Virtual school visits also take place in our Immersive Classroom.
- Weekly assemblies provide exposure to different world faiths and celebrations, as well as Christian Bible stories.

STEM (Science, Technology, Engineering & Maths)

We follow our own developed scheme of work, taking objectives from the National Curriculum (2014).

STEM Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 A 2020-21	How can we stay healthy? Content: Science Y2 – Animals including humans (survival exercise, health) DT – Food and nutrition Eatwell guide – five food groups Link: History – who has looked after us? Outcome: Advice – report, NCR etc		How can we eat healthily? Content: DT – souvry dishes Outcome: Meals (DT)		Which materials do we use? Content: Science Y1 – Everyday materials Science Y2 – Uses of everyday materials DT – Mechanisms: Pneumatics Link: History – toys? Outcome: Create a pneumatic toy (same as history).	
	What types of animals live around the world? Content: Science Y1 – Animals including humans Science Y2 – Living things and their habitats Link: Geography – locational knowledge Outcome: Animal documentary		Plants Content: Science Y1 – Plants Science Y2 – Plants Link: Geography – locational knowledge Outcome: Develop the KS1 garden		How can we make things move? Content: DT – Mechanisms: Wheels and Axels Link: Science – materials Outcome: Toy race car	
Seasonal Change (linked to Geography – weather) Content: Seasonal change, weather Outcome: Weather report using green screen technology (same as Geography)						
Year 3	Animals including humans Content: nutrition, bones and skeletons Outcome: A healthy meal (DT)	Light Content: Seeing, dark, shadows, the sun Outcome: Periscope (DT - TTS Kit)	Plants Content: Parts of plants, requirement for growth, water transportation, pollination, seed formation and dispersal. Outcome: Garden	Food Content: DT – food and nutrition Outcome: Main meal	Food Content: DT – food and nutrition Outcome: Main meal	Forces and magnets Content: movement on surfaces, magnetic attraction, repulsion, poles. Outcome: Balloon cars (DT)

Year 4	Living things and their habitats Content: Grouping, classification, environment Outcome: Environment project	Sound Content: Vibration, ear, pitch, volume, effect of distance Outcome: Musical instruments (DT)	States of matter Content: solids, liquids, gasses, changing state, temperature, water cycle Link: Y4 Geography – Rivers Outcome: River project (same as geography)	Electricity Content: appliances, series circuits, switches, conductors, insulators Outcome: Motorised vehicle (DT)	Animals including humans Content: Teeth, digestion, food chains Outcome: Healthy teeth project Links: PSHE – self care	Forces and magnets Content: movement on surfaces, magnetic attraction, repulsion, poles. Outcome: Balloon cars (DT)
Year 5	Living things and their habitats Content: Y4 - Grouping, classification, environment Outcome: Environment project	Earth & Space Content: movement of Earth, movement of the moon, the solar system, night and day, position of sun in the sky Outcome: TBD	Animals including humans Content: Reproduction, life cycles, human changes, puberty Outcome: TBD Links: PSHE - puberty	Properties & changes of materials Content: comparing and grouping, dissolving, substances, solutions, states of matter, uses of materials, reversible and irreversible change. Outcome: TBD	Forces Content: gravity, resistance, friction, Levers, pulleys, gears. DT – mechanical systems Outcome: Mechanical system	Savoury Meals Content: Savory dishes, Cooking with a heat source, following a recipe, variety of cooking techniques (grilling, frying, boiling), Outcome: Main meal
Year 6	Living things and their habitats Content: classification, microorganisms, Bread (DT) Outcome: Bread making	Living things and their habitats / animals including humans Content: Y5 – life cycles, reproduction, puberty, old age Outcome: TBD Links: PSHE – puberty	Evolution & Inheritance Content: fossils, evolution, adaptation, environment, inheritance Outcome: TBD	Animals including humans Content: circulatory system, diet, exercise, drugs, nutrient and water transport Outcome: TBD Links: PSHE – health and drug use	Light Content: how light travels, the eye, reflection, shadows Outcome: TBD	Electricity Content: voltage, components, function, circuit diagrams Outcome: Motorised vehicle (DT)

Strategic partners

We work with the national STEM centre and the local science learning partnership (Carmel College, Darlington).

Enrichment

- STEM Club
- Lego Club

Strategic Partners

We work with *Tees Valley Music* to provide high quality CPD for teachers and also specialist music teaching across school. *Rock Steady* also provide instrument tuition to groups of children.

Enrichment

- Singing assembly every week for all children
- Drum tuition for all pupils in Years 5 and 6
- 'Rock Steady' instrument tuition for identified Pupil Premium children
- Small group guitar tuition for KS2
- Additional instrument tuition from Tees Valley Music
- Choir, including participation in local and trust events

Art

We follow our own developed scheme of work, taking objectives from the National Curriculum (2014).

Long Term Plan

The main art teaching takes place in Spring 2 (no humanities are taught this half term). However, art is often used in a cross-curricular way to enhance other subjects and to allow children to develop their artistic skills and knowledge. The progression document outlines how this is done.

KS1 A 2020-21	KS1 B 2021-22	Year 3	Year 4	Year 5	Year 6
<p><i>How do artists use shape?</i></p> <p>Content – media & knowledge:</p> <ul style="list-style-type: none"> •Sculpture •3 Dimensional •Carving •Chiselling •Modelling •Casting •Types of Sculpture <p>Content – famous artists:</p> <ul style="list-style-type: none"> •Henry Moore •Antony Gormley •Dennis Oppenheim <p>Outcome: Use recycling to create an Abstract Sculpture</p> <p>Links: Science (materials)</p>	<p><i>How do artists use colour and shape?</i></p> <p>Content – media & knowledge:</p> <ul style="list-style-type: none"> •Primary colours •Secondary colours •Tertiary colours •Neutral colours •Warm colours •Cool colours •Shade •Tints •Abstract Art <p>Content – famous artists:</p> <ul style="list-style-type: none"> •Mondrian •Kandinsky •Pollock <p>Outcome: Abstract art work (pastel / paint)</p>	<p><i>How are artists inspired by nature?</i></p> <p>Content – media & knowledge:</p> <ul style="list-style-type: none"> •Impressionism •Collage •Textiles •Stitching •Sketching <p>Content – famous artists:</p> <ul style="list-style-type: none"> •Claude Monet •Pierre-Auguste Renoir <p>Outcome: Create a landscape</p> <p>Links: Science (materials)</p>	<p><i>How do artists represent real life?</i></p> <p>Content – media & knowledge:</p> <ul style="list-style-type: none"> •The Pieta •Statue of David •Sistine Chapel •Italian Renaissance •Sculpture •Working with Clay <p>Content – famous artists:</p> <ul style="list-style-type: none"> •Michelangelo *Augusta Savage <p>Outcome: Clay sculpture</p> <p>Links: RE (Christian statues)</p>	<p><i>How do artists use perspective?</i></p> <p>Content – media & knowledge:</p> <ul style="list-style-type: none"> •Perspective Art •Forced perspective •Photography <p>Content – famous artists:</p> <ul style="list-style-type: none"> •Filippo Brunelleschi •Pietro Peruguino •Henry Moore •Silvestre Santiago (Pejac) <p>Outcome: Photography</p> <p>Links: Computing (Editing Software)</p>	<p><i>How do artists create emotion without a brush?</i></p> <p>Content – media & knowledge:</p> <ul style="list-style-type: none"> •The Scream •Expressionism •Printing techniques •Reduction print <p>Outcome: Lino Printing</p> <p>Content – famous artists:</p> <ul style="list-style-type: none"> •Edvard Munch •Andy Warhol •Katsushika Hokusai

Enrichment

- Art is taught across the curriculum, particularly in English and humanities. The skills and knowledge are taken from the progression document.

PSHE

We follow the 'Jigsaw PSHE' scheme of work. This includes sex and relationships education.

Long Term Plan

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Enrichment:

- Weekly assembly on a theme linked to the Jigsaw Puzzle Piece of the half term (provided by Jigsaw).
- Jigsaw R.E.S.T intervention for whole class, and in-depth work for children working with the learning mentor.
- Package of mental health support (e.g. Bungalow Partnership, Theraplay, Drawing & Talking).

MFL (French)

Long Term Plan

	Autumn	Spring	Summer
Year 3	<p>Where in the World</p> <ul style="list-style-type: none"> All About France Understand and respond to classroom language Recognise and use the letters of the alphabet/some phonics Recognise and use numbers 1-12 Christmas 	<p>Let's Talk About It</p> <ul style="list-style-type: none"> Greetings Ask and respond to How Are You? Ask someone their name/age and give yours Ask and respond to Where do you live? Ask and tell the time on the hour 	<p>Brown Bear, Brown Bear</p> <ul style="list-style-type: none"> Recognise and use vocabulary from the story to include colours and farm animals
Year 4	<p>What's the Time</p> <ul style="list-style-type: none"> Recognise and use numbers 1 – 31 Ask and tell the time on the hour and half hour Understand and say days of the week and months of the year Ask and respond to When is your Birthday? Describe the weather Understand and use vocabulary for the seasons 	<p>All About Me</p> <ul style="list-style-type: none"> Family Recognise and use vocabulary for hobbies 	<p>Polar Bear, Polar Bear</p> <ul style="list-style-type: none"> Recognise and use vocabulary from the story to include animals and verbs
Year 5	<p>At School</p> <ul style="list-style-type: none"> Recognise and use numbers 1 – 50 Ask and tell the time on the hour, quarter to/past and half hour Understand and use the vocabulary for classroom objects Subjects in school 	<p>What Shall I Wear?</p> <ul style="list-style-type: none"> Recognise and use vocabulary for parts of the face/body Recognise and use vocabulary for clothes 	<p>At the Zoo</p> <ul style="list-style-type: none"> Recognise and use vocabulary from the story to include zoo animals and adjectives
Year 6	<p>Welcome to my House</p> <ul style="list-style-type: none"> Recognise and use numbers 1- 100 Ask and tell the time Room in house 	<p>All Around Town</p> <ul style="list-style-type: none"> Recognise and use vocabulary for places In town Understand and give simple directions/use co-ordinates 	<p>The Very Hungry Caterpillar</p> <ul style="list-style-type: none"> Recognise and use vocabulary from the story to include numbers, days of the week, fruits and foods

PE

Long Term Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Multi-Skills	Story Time Dance	Groovy Gymnastics	Brilliant Ball Skills	Active Athletics	Throwing and Catching
Year 2	Multi-skills	Ugly Bug Ball Dance	Groovy Gymnastics	Brilliant Ball Skills	Active Athletics	Throwing and Catching
Year 3	Boot Camp	Throwing and Catching	Groovy Gymnastics	Brilliant Ball Skills	Mighty Movers (Running)	Active Athletics
Year 4	Mighty Movers (Boxercise)	Nimble Nets	Gym Sequences	Invaders	Striking and Fielding	Young Olympians
Year 5	Mighty Movers (Boxercise)	Nimble Nets	Gym Sequences	Invaders	Striking and Fielding	Young Olympians
Year 6	Mighty Movers (Boxercise)	Nimble Nets	Gym Sequences	Invaders	Striking and Fielding	Young Olympians

Strategic Partners

We buy into the Stockton School Sports Partnership which provides a number of CPD and festival opportunities.

Enrichment

- Attendance at SSSP festivals across North Stockton
- Attendance at ELT sport events
- Variety of sporting extra-curricular clubs provided by school staff and DF Coaching